COE MISSION STATEMENT
The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

COURSE DESCRIPTION
Introduction to the Principalship: This course serves as an orientation to learner-centered leadership and the A&M-Corpus Christi administrator preparation program. Course activities include an assessment of student potential for learner-centered leadership and the development of an initial personal educational platform. Based on active class participation and discussion of simulated and real issues, students will reflect and grow personally and professionally while exploring principles of professional ethics. Doctoral students will complete a research study on a given topic relevant to the principalship. Students who have taken EDAD 5304 may not enroll in EDAD 6304.

GENERAL DESCRIPTION AND ORIENTATION OF CLASS
Class will meet from 7:00 to 9:30 p.m. on Tuesdays beginning January 12, 2019 and ending May 01, 2019. There will be meetings face-to-face and some on-line work on other dates.

See calendar for medium/delivery method (Black Board/WebEx) used on all other dates during the semester.

For WebEX access please log on to: https://tamucc.webex.com/meet/iaguilar2

1-650-479-3208 Call-in toll number (US/Canada)
1-877-668-4493 Call-in toll free number (US/Canada)

Access code: 809 239 671
Students should log on by 6:45 PM to ensure one’s technology is working properly. Meeting room is always available, so students can log on at any time.

There will be readings due prior to every class meeting and there will be discussions of the readings during class. Class discussions will focus on developing and leading schools where all students perform at high levels of achievement. Activities that allow students to learn about themselves and others will be included. Finally, when possible, guest speakers--administrators and teachers in schools who have been successful in creating schools where all students succeed--will be invited to interact with the class. This course will be delivered with tools such as Web Ex and Black Board. It will include face to face discussions, student-led dynamics, discussion forums, and group assignments to stimulate critical thinking and share real world experiences, case study analyses, and course assessments.

**INSTRUCTIONAL OBJECTIVES**

As a result of activities, course readings, and experiences, students will be invited to:
- effectively collaborate with peers, providing support through guidance, feedback, and reflective activities
- become more proficient in APA style
- Understand the position of the building level principal and the demands of the position.
- Understand the roles and responsibilities of the principal.
- Understand the importance and responsibility of exercising leadership in positive ways.
- Identify and understand the characteristics of an effective leader and an effective school.
- Understand the importance of managing conflict, building consensus, and communicating effectively both orally and in written form.
- Understand the relationship between theory and research in educational administration.
- Identify the key elements of organizational structure.
- Identify the key components of an organizational culture and its impact on all individuals in the school and school district.
- Understand why some employees are highly motivated while others lack drive and commitment.
- Identify and understand why decision-making is such an important activity for the school activity.
- Identify and understand the major forces for change that schools face today.
- Identify, understand and reflect upon self-perceptions and others’ perceptions of you.
- Identify, understand and reflect upon the impact one has on others in the school and community environment.
- Identify, understand, and reflect upon one’s personal educational platform.
- Assess one’s abilities to build and sustain positive and meaningful relationships within the context of your school and community.
Domain I: School Culture (Domain Weight= 22-23% and Selected & Constructed-Response Questions) Competency 1: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community)

Domain I, Competency 1, Descriptive Statement A
*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals*

Domain I, Competency 1, Descriptive Statement G
*Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment*

Domain IV: Executive Leadership (Domain Weight= 5-6% and includes Selected-Response Questions)

Competency 7: The entry level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences

Domain IV, Competency 7, Descriptive Statement A
*Understands how to effectively communicate a message in different ways to meet the needs of various audiences*

Domain IV, Competency 7, Descriptive Statement B
*Develops and implements strategies for systematically communicating internally and externally*

Domain II: Leading Learning (Domain Weight= 41-45% and includes Selected & Constructed-Response Questions)

Competency 4: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain II, Competency 4, Descriptive Statement A
*Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level department, or team meetings to provide evidence-based feedback to improve instruction*

Domain II, Competency 4, Descriptive Statement B
*Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)*

Domain II, Competency 4, Descriptive Statement C
*Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement*

Domain III: Human Capital (Domain Weight= 18-19% and includes Selected and Constructed-Response Questions)

Competency 5: The entry level principal knows how to provide feedback, coaching, and
professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Domain III, Competency 5, Descriptive Statement A

*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff.

Domain III, Competency 5, Descriptive Statement B

*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities.

Domain III, Competency 5, Descriptive Statement C

*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data.

Competency 6: The entry level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Domain III, Competency 6, Descriptive Statement B

*Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school.

Domain V: Strategic Operations

Competency 9: The entry level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Domain V, Competency 9, Descriptive Statement C

*Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning.
068 Exam Alignment

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP
Competency 001
The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002
The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources.

Competency 003
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

DOMAIN II- INSTRUCTIONAL LEADERSHIP
Competency 007
The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.
COURSE REQUIRED TEXTBOOK


Other readings assigned and posted on Blackboard:


**TEA Suggested Texts**


COURSE REQUIREMENTS/EVALUATION CRITERIA

Participation in On-line Discussion Forums/In class
Engagement……………………………………………….. 5 point
TAC/Rule 5 min. Presentation……………………………… 5 points
Campus Score Card/Campus Social Media Questions……………… 5 points
Campus TAPR Questions………………………………………… 5 points
Campus Improvement Plan Questions/goals…………………… 5 points
Campus Safety Plans Review/Questions……………… 5 points
Protocol for development of Content, Pedagogy, Culture.. 5 points
90 Day plan (to include Stakeholder Profile)…………………. 5 points
Critical Reflection 1…………………………………………… 10 points
Critical Reflection 2……………………………………………. 10 points
Case Study Analysis/Presentation .................................. 10 points
Final Critical Reflection & Platform…………………………… 30 points

100

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Rubrics: See rubrics for each assignment in the appendix.

Incompletes: Incompletes will not be given for this course.
COURSE EXPECTATIONS

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence thoughtful reflection on assigned readings and advance the learning of the whole group in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Also, issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality and integrity are first and foremost.

At times, I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests. Please use this course as an opportunity to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

Furthermore, students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each absence (full or partial) does lower a final grade and two (2) or more absences across the semester may warrant a failing grade for the course. Note: 1 absence = no penalty • 2 absences = Minus one letter grade off final grade • 3 absences = Minus two letter grades off final grade • 4 absences = Fail (missing the last day of the semester will count for two absences)

It is the student’s responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

Group work- Some of the assignments of this course lend themselves to work with an assigned group of students who have similar and/or research interest in mind. Therefore, if you do decide work in a group on some assignments, it is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day’s class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text-chat.
Course evaluations during the SP2019 semester will be conducted at the end of the term. **Completion of this instrument is encouraged** as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

**Classroom:** Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please inform me before class.

**Communication:** Email is the best way to reach me. I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the instructor on a weekly basis.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in F.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. See the university Registrar website and academic calendar for the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.


Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements/resources will be emailed to this account.
Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only.

**Assignment Format:** All assignments are to be submitted electronically and hardcopy and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers should be double-spaced in 12 pt font (Times New Roman, preferred) with 1” margins. All sentences should be divided by a double space. **Electronic documents/files should be labeled with the student’s name, for example:** Aguilar-Reflection1.doc

**The CASA Writing Center:** The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource. [http://casa.tamucc.edu/wc_services.php](http://casa.tamucc.edu/wc_services.php)

**Late/Missed Assignments:** All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

**Illness/Emergencies/Unforeseeable Absences:** If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP to my TAMUCC phone or email. If no answer, leave a message.
Statement of Authorship

The following statement must be completed and turned in with each paper submitted for grading. This statement must be signed by the student and should appear on the cover page.

I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

__________________________________________  ______________________________________
Student’s Signature  Date
COURSE ASSIGNMENT DESCRIPTIONS

Critical Reflection Assignments (2) 10 each

The **reflection** process is an inward search for meaning. As you read, listen, and participate in class, take time to write your impressions, ideas, applications, and emotional reactions. The context of your reflections should be your developing **self-awareness of values, beliefs, and attitudes related to yourself, your life and school leadership**. Setting aside a few minutes each day to write down your reactions is good practice. Each reflection will be **NO MORE THAN THREE PAGES** in length (word-processed, double-spaced, 12 point font). **Papers BEYOND THIS PAGE LENGTH will not be accepted and receive credit**. Your reflection should be written in first person. Avoid the urge to write editorials or position papers. **Work to personalize your efforts with connections to the readings, your work, your experience, and your life.** The reflection is about **you, not other people**. The reflection process will help you construct your ideas and progress towards completion of the final reflection and educational platform. Bring one copy for review on the day reflections are due. You will be teamed with other students, read each other’s papers, and provide feedback. By the next class meeting, students will submit papers/reflectons again in electronic and in hard copy to the instructor as evidence of completion along with any changes deemed necessary after the peer review. You will be expected to complete **2 entries** during the course. In addition, you are expected to include at least 2 references to support your discussion.

Case Study Analysis & Presentation (1) 10 each

Students will analyze and solve a given case and then make a brief presentation to the class.

A case study is a written description of a problem or situation requiring analysis and decision. Most cases depict real situations. In some instances, the data are disguised. Typically, a case focuses on a single incident or problem. Cases are not intended to be comprehensive or exhaustive; indeed, most cases are “snap-shots” or a particular situation within a complex environment. For example, most focus around a particular experience or brief series of experiences than trying to cover many months or years. A single critical event (or brief sequences of events) usually works best. (a challenging project, a critical meeting, a tough decision, or a major conflict). Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting and challenging. **The purpose of the case method is to develop and enhance skills in: analysis of problems, decision making, and planning.** This method allows participants to learn from one another as well as from the material and from faculty members. Because of this, the case method is an especially effective pedagogy for educational administration.

Because it describes reality, a case study may be frustrating. “Real life” is ambiguous, and reflects that reality. The case method places the participants in the role of decision makers, asking them to distinguish pertinent from peripheral facts, to identify central problems among several issues competing for attention, and to formulate policy recommendations. In the case method, participants are obliged to deal with such data as are available: a “right” answer or “correct” solution is rarely apparent. The following is a list of general possible elements of a
case:

1. Structural issues (structure, goals, technology, size)
2. Personnel issues (issues of management style, group process, interpersonal relationships)
3. Politics (Was there conflict, about what? Between who?)
4. Symbols (think about organizational culture, symbols, myths, and rituals; were there any questions about what really happened, or about what it meant?)

Part 1:

Analyzing and proposing a solution to a case varies with the background, concerns, and natural interests of participants. In general, however, students should follow these steps:

- Read the case carefully and become very familiar with the details of the case.
- You can answer the questions at the end of the case study, but they are only there to help you.
- Analyze the case. Students should break the case down to make sure they understand the issues embedded in the case. Determine the decisions that need to be made. (Identify and elaborate those issues for your presentation.) Consider the consequences of decisions, and articulate priorities and alternatives.
- Using the TExES Domains and Competencies as a framework, propose a solution (or solutions) by developing recommendations and making decisions to the case.
- Provide a 1-2-page handout for class that includes your work on the previous three bullets
- If working in a group, each student will write a 1-2 page summary of his or her work and collaborative efforts.

Upload all necessary documents to Blackboard in assignment/Week folder.

Part 2

Each group or individual will have no more than 10 minutes to present their case study and solution. 5 additional minutes for audience comments/questions will be provided, too. If using power point, please do not read slides. Consider adult learning strategies when addressing your classmates.

While students may be given time in class to work on this assignment, students will meet/work on their own to complete the majority of this assignment. Students will present on one case assigned at the following meetings: DATE_4/30_. Professor Aguilar will assign everyone 1 case study narrative at the first class meeting of the semester.

Final Reflection & Educational Platform 40 points

As a capstone for this course, you will complete a critical analysis and reflection paper (6-8 double-spaced, typed pages) where you will critically analyze the readings for the semester and how they relate to your own values, beliefs, and practices as an educator and future leader. You
should focus on how and why the readings have changed, challenged, or aligned with your personal and professional self. The final reflection should highlight the intellectual growth of each student and provide evidence of transformative experience as a graduate learner.

Along with your final reflection, you will also embed your leadership platform. A leadership platform is a concise philosophical statement of one’s beliefs about education. The platform should clearly articulate your position on the nature and purpose of education. The platform should reference concepts articulated by others (i.e. culturally responsiveness, professional development, organizational structure, organizational culture, motivation, decision making, communication, organizational change, human relations, conflict, management), particularly educational and philosophical scholars. However, clear connections between the ideas of others and your own beliefs must be made. Moreover, you should avoid writing an amalgamation of all ideas presented in class. The leadership platform will be dynamic as you go through the program, but it will serve as a good benchmark to assess your growth during this semester and beyond. This platform should be no longer than 3 pages within your final reflection.

You are expected to include at least 6 references to support your discussion.

*Students will make reference to information such as strengths, weaknesses, stumbling blocks & blind spots gleaned from the LSI 1 and LSI 2 inventories that were provided.*

To complete the leadership platform section of the paper, address section one and two below:

**Part 1**

1. Describe yourself in terms of your background, interest in leadership and any past leadership roles you have had.
2. What is your “vision for learning?”
3. What is your current definition of leadership?
4. Describe your understanding of the most important things leaders do.

**Part 2**

1. What do you believe about students, teachers, staff and parents? What do you believe about yourself?
2. How will you structure the school?
3. What is organizational culture and how will you go about assimilating into the school’s culture?
4. What theories of motivation will you utilize and why?
5. How do management and leadership differ? When will you manage and when will you lead?
6. How will you garner the trust, respect and support of students, faculty, staff and parents?
7. How will you effectively communicate with students, faculty, staff and parents? What skills do you need in order to do so?
8. How will you effectuate meaningful and sustaining change? What skills do you need in order to do so?
Participation and Engagement**  
5 points

Each class period students should bring all readings. In addition, students are required to bring notes of talking points on the daily readings. These talking points should include: 2-3 questions based on the readings to provoke conversation, (these questions may be related to a particular article/chapter, but also try to create questions that cut across articles touching on overall themes). Also, make sure to either record or highlight the most significant sentence/idea(s) from the readings that you connected to or disturbed your thinking for reference during discussions. These talking points/questions are to help stimulate your reflection about the readings and will not be turned in. However, students will lead all conversation and may be called on to share a question, thought, comment, etc. Credit for readings will be given only when readings are completed before class and the student participates meaningfully in class discussions. Each student is expected to actively contribute to each class discussion by making connections to the assigned text/supplementary readings (i.e., theories and concepts) and to their own work experiences. Students will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to listen openly to different views and respectfully engage when disturbed or disagree. The instructor will note each student’s participation in class discussions. Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. Keep in mind if you are absent, you cannot participate and your participation grade will be affected.

Texas Administrative Code (TAC) /Commissioner Rules Presentation/Summary/Reaction  
5 points

Students will individually read and an assigned Commissioner’s Rule and become familiar with the state laws and policies that govern Texas education: http://ritter.tea.state.tx.us/rules/tac/index.html

In a 5-minute presentation, students will share what information they have gathered to share with us about the Rule under review. Any highlights or even updates to the rule are considered important points to share. This is an informal presentation, so nothing will need to be turned in. Any visuals or media presentations are welcome, nonetheless. Students should take this opportunity to learn and share points of interest or even questions gleaned from the review of Rules. Have Fun!

Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed.
## Course Overview and Calendar

### Tentative

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments (listed on Due date)</th>
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<tr>
<td>1/15</td>
<td><strong>Week 1</strong>&lt;br&gt;• Introduction activity&lt;br&gt;• Review of Course Syllabus, Blackboard, WebEX&lt;br&gt;• Read/Discuss role of the Principal&lt;br&gt;• Recent Events in EDAD: A-F accountability plans, Dr. Cissy Renolds-Perez at Governor’s roundtable,&lt;br&gt;• <strong>Pass out loaned books</strong>&lt;br&gt;• <strong>Assign Case Study (1 each)</strong>&lt;br&gt;• <strong>Sign up for 5 Min. Summary/Presentation/Reaction of Select Commissioner’s Rules</strong></td>
<td><strong>Configure TAMUCC email</strong>&lt;br&gt;<strong>Grade Sample Critical Reflection using Rubric</strong></td>
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<tr>
<td>1/29</td>
<td><strong>Week 3</strong>&lt;br&gt;Scientific Mgt.&lt;br&gt;Social Justice&lt;br&gt;Data Driven Instruction (DDI)&lt;br&gt;LSI1&lt;br&gt;Commissioner’s Rule 66&lt;br&gt;Curriculum &amp; Extra Curriculum Activities&lt;br&gt;Commissioner’s Rule 74,75,76</td>
<td>Marion &amp; Gonzales (2014) Ch. 1&lt;br&gt;Guerra &amp; Nelson (2007) (2007)&lt;br&gt;Guerra &amp; Nelson (2008) (2008)&lt;br&gt;<strong>Bring your laptop In-Class Activity:</strong> Find your School Score Card and find any social media on your school. Write down three questions about these artifacts for you to answer by next class.&lt;br&gt;<strong>Read instructions and Complete LSI1 for Homework, Fill out “Self-Improvement Plan” in LSI1 Booklet (pg64)</strong>&lt;br&gt;Review Stakeholder Profile Assignment</td>
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| 2/5  | 4    | Curriculum Leadership | Teacher as Enemy  
|      |      |                   | DDI continued…  
|      |      |                   | (self, scores, organization/others)  
|      |      |                   | Ylimaki (2012)  
|      |      |                   | Wolcott (1994)  
|      |      |                   | - Administer LSI2 w/ 5 people  
|      |      |                   | Independent Work/Discussion Forum  
| 2/12 | 5    | Change | Marion & Gonzales (2014) Ch.7  
|      |      | Love & Leadership | Nelson & Aguilar (2011)  
|      |      |                   | Special Population  
|      |      |                   | Commissioner’s Rule 89  
|      |      |                   | Instructional Materials/Technology  
|      |      |                   | Based Instruction  
|      |      |                   | Commissioner’s Rule 66 & 70  
|      |      | DDI continued…  
|      |      |                   | (self, scores, organization/others)  
|      |      |                   | Be ready to share results of LSI 1 & LSI 2 with class (list of strengths, stumbling blocks & blind spots and scored and plotted graph to class)  
|      |      |                   | Complete all “thought starters” and “self-development plans” found in LSI 2 booklet and be ready to share them with your groups.  
|      |      |                   | Review findings from Score Card questions with whole class  
|      |      |                   | Bring Laptop  
|      |      |                   | In-Class Activity: Find your campus Texas Academic Performance Report (TAPR) and write down 5 questions for you to answer by next class period.  
|      |      |                   | Review Protocol for development of Content, Pedagogy, Culture Assignment  
| 2/19 | 6    | Action Research for School Improvement | Stinger (2014): Ch 1  
|      |      |                   | Critical Reflection 1 Due (Peer Review through email/send to another student of choice)  
|      |      |                   | Review part 2 of TExES #268  
|      |      |                   | PASL Task #1 of 3: Problem solving in the Field.  
|      |      |                   | Bring Laptop  
|      |      |                   | In-Class Activity: Find your campus improvement plan, goals, vision, |
mission and district strategic plans (if different)

Initiate a 90 Day entry plan/ppt. presentation for your campus as new principal going in as early as next semester. (Use score card, social media, CIP, TAPR, goals, mission, literature read in class, action research steps, etc. to guide your plan)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 2/26 | Religion/Spirituality | (Upload revised Reflection 1)
| Week 7 | LGBTQAI | Oldendorft & Green (2005)
| | | Reed & Johnson (2010)
| | | Continue to refine your 90-day plan and be ready to present it to a triad in a 10-15-minute presentation on 3/5

Independent Work/Discussion Forum

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
</table>
| 3/5 | Action Research continued Professional Development | Stinger (2014): Ch 2-4
| | | 90-day plan presentation (triad in a 10-15-minute)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 3/19 | Human Relations Professional Dev. cont. | Marion & Gonzales (2014) Ch.2
| Week 10 | | Gordon (2004) Ch 2, 3, 4, 10, 6
| | Critical Reflection 2 Due (Peer Review) | Review part 2 of TExES #268
| | | PASL Task #2 of 3: Supporting Continuous Professional Development. |
### Video: 4th grade ELA Character Traits
Lesson: TeachforTexas.org
Discuss scores/chart strategies and document vocabulary/vernacular from *Get Better Faster* by Paul Bambrick-Santoyo

### Advising /Registration Forecast

| Week 11 | 3/26 | Structural Functionalism | Marion & Gonzales (2014) Ch.3  
Sergiovani (2007)  
Stinger (2014): Ch. 5  
**Independent Work/Discussion Forum** |
|---------|------|--------------------------|----------------------------------------------------------------------------------|
| 4/2     | Week 12 | Culture  
Culturally Responsiveness  
**Charters/Assessment Commissioner’s Rule 100-101**  
**Health & Safety Commissioner’s Rule 103** | Marion & Gonzales (2014) Ch. 11  
Villegas & Lucas (2007)  
Stinger (2014): Ch 6  
Gordon (2004) Ch: 8,9  
**Review part 2 of TExES #268  
PASL Task #3 of 3: Creating a Collaborative Culture.** |
| 4/9     | Week 13 | Decision Making/Sense Making  
Safety | Marion & Gonzales (2014) Ch. 9  
**Find/Review your campus safety plans. Write 5 questions about your plans and bring them to class.**  
**Review CPI 10 Tips/video: Who is trained in CPI’s nonviolent crisis intervention at your campus? Can you ever be prepared for crisis?**  
**Draft of Final Reflection & Platform Due for Peer Review**  
**Independent Work/Discussion Forum** |
| 4/16    | Week 14 | Return Action research books to Dr. Aguilar  
**Review Safety plans, questions, sense making** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/23</td>
<td>Student Presentations of Protocol</td>
<td>Site SBCISD example of low enrollment/funding implications</td>
</tr>
<tr>
<td></td>
<td>for development of Content, Pedagogy, Culture</td>
<td></td>
</tr>
<tr>
<td>4/30</td>
<td>Student Presentations of Case Study Analysis</td>
<td>Final Reflection &amp; Platform Due</td>
</tr>
<tr>
<td>5/7</td>
<td>EXAM DAY</td>
<td></td>
</tr>
</tbody>
</table>
Appendix A: Class Participation & Engagement Rubric (5 points)

<table>
<thead>
<tr>
<th>Quality of Comments</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and</td>
<td>Volunteers comments, most</td>
<td>Volunteers comments but</td>
<td>Struggles but</td>
<td>Does not</td>
<td></td>
</tr>
<tr>
<td>appropriate</td>
<td>appropriate and reflect some</td>
<td>lacks depth, may or may</td>
<td>participates,</td>
<td>participate</td>
<td></td>
</tr>
<tr>
<td>comments,</td>
<td>thoughtfulness, leads to other questions or</td>
<td>or may not lead to other</td>
<td>occasionally offers</td>
<td>and/or only</td>
<td></td>
</tr>
<tr>
<td>thoughtful,</td>
<td>remarks from student and/or others</td>
<td>questions from students</td>
<td>a comment when directly questioned,</td>
<td>makes negative</td>
<td></td>
</tr>
<tr>
<td>respects</td>
<td></td>
<td></td>
<td>may simply restate questions or</td>
<td>or disruptive</td>
<td></td>
</tr>
<tr>
<td>comments and</td>
<td></td>
<td></td>
<td>points previously raised, may add</td>
<td>remarks,</td>
<td></td>
</tr>
<tr>
<td>comments from the</td>
<td></td>
<td></td>
<td>nothing new to the discussion or</td>
<td>comments are</td>
<td></td>
</tr>
<tr>
<td>group</td>
<td></td>
<td></td>
<td>provoke no responses or question</td>
<td>inappropriate or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>off topic</td>
<td></td>
</tr>
</tbody>
</table>

| Resource/Document   | Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions | Has done the reading with some thoroughness, may lack some detail or critical insight | Has done the reading; lacks thoroughness of understanding or insight | Has not read the entire text and cannot sustain any reference to it in the course of discussion | Unable to refer to text for evidence or support of remarks |
| Reference           |                           |                           |                           |                           |                           |

| Active Listening    | Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others | Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others | Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others | Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others | Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion |

(note) Attendance: While Attendance is part of this grade, please reference information on the implications of attendance on final grades in the course expectation section of this syllabus.
## Appendix B: Critical Reflection Assignment Rubric (10 points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (10)</th>
<th>Intermediate (5)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-disclosure</strong></td>
<td>Seeks to understand concepts by examining <em>openly</em> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <em>open, non-defensive ability to self-appraise</em>, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self, but do not engage in seeking to answer these.</td>
<td>Seeks to understand concepts by examining <em>somewhat cautiously</em> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.</td>
<td>Little self-disclosure, <em>minimal risk</em> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.</td>
</tr>
<tr>
<td><strong>Connection to one's outside experiences</strong></td>
<td><em>In-depth synthesis</em> of thoughtfully selected aspects of readings related to the topic. Makes <em>clear</em> connections between what is learned from readings and the topic. Demonstrates further analysis and insight resulting from what you have learned from reading. Includes reference to at least two readings from class. Includes readings other than those assigned for class.</td>
<td><em>Goes into some detail</em> explaining some specific ideas or issues from outside experiences related to the topic. Makes <em>general</em> connections between what is learned from outside experiences and the topic. Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from outside experiences and the topic. Includes reference to at least one reading from class. Includes other readings than those assigned for class.</td>
<td>Identify some <em>general ideas</em> or issues from outside experiences related to the topic. Identify some general ideas or issues from readings related to the topic. No readings are included.</td>
</tr>
<tr>
<td><strong>Connection to readings (assigned and ones you have sought on your own)</strong></td>
<td><em>Identifies some general ideas or issues from readings related to the topic. Includes reference to at least one reading from class.</em></td>
<td><em>Identifies some general ideas or issues from readings related to the topic.</em></td>
<td><em>Identifies some general ideas or issues from outside experiences related to the topic.</em></td>
</tr>
<tr>
<td><strong>Validates how the reflective piece influences one’s thinking process contributing to practice, improvement, creation of schools that advocate for all children</strong></td>
<td>Includes explicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
<td>Includes implicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
<td>Includes minimal to no evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
</tr>
<tr>
<td><strong>Connection to class discussions &amp; course objectives</strong></td>
<td>Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.</td>
<td>Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.</td>
<td>Restate some general ideas or issues from the class discussion as they relate to this topic.</td>
</tr>
<tr>
<td><strong>Spelling &amp; grammar errors</strong></td>
<td>No spelling or grammar errors. 3 pages in length. Follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Few spelling and grammar errors. 1-2 pages in length. Minimally follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading. Over 3 pages in length. Minimally follows APA guidelines. Reflection was not peer-reviewed.</td>
</tr>
</tbody>
</table>
## Appendix C: Final Critical Reflection & Platform Assignment Rubric (30 points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (5)</th>
<th>Intermediate (3)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-disclosure</strong></td>
<td>Seeks to understand concepts by examining <em>openly</em> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <em>open, non-defensive ability to self-appraise</em>, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.</td>
<td>Seeks to understand concepts by examining <em>somewhat cautiously</em> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.</td>
<td>Little self-disclosure, <em>minimal risk</em> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Includes reference to at least six readings from class.</td>
<td>Includes reference to at least three reading from class.</td>
<td>Includes reference to at least one reading from class.</td>
</tr>
<tr>
<td><strong>Focus on how and why the readings have changed, challenged, or aligned with one’s personal and professional self</strong></td>
<td>Includes explicit evidence of one’s intellectual growth and transformative experience as a graduate learner. Critically analyzes the readings for the semester and how they relate to one’s own values, beliefs, and practices as an educator and future leader.</td>
<td>Includes implicit evidence of evidence of one’s intellectual growth and transformative experience as a graduate learner. Summarizes or briefly discusses the readings for the semester and how they relate to one’s own values, beliefs, and practices as an educator and future leader.</td>
<td>Includes minimal to no evidence of evidence of one’s intellectual growth and transformative experience as a graduate learner. The readings for the semester and how they relate to one’s own values, beliefs, and practices as an educator and future leader is not evident.</td>
</tr>
<tr>
<td><strong>Connection to class discussions &amp; course objectives</strong></td>
<td>Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.</td>
<td>Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.</td>
<td>Restate some general ideas or issues from the class discussion as they relate to this topic.</td>
</tr>
<tr>
<td><strong>Platform</strong></td>
<td>Clearly articulates one’s position on the nature and purpose of education. The platform references concepts articulated by others, particularly educational and philosophical scholars. Clear connections between the ideas of others and one’s own beliefs are evident. All questions from part 1 and 2 are answered. Clear references to data from LSI1 and LSI2 is made.</td>
<td>Some-what articulates one’s position on the nature and purpose of education. The platform references concepts articulated by others, not particularly educational and philosophical scholars. Few connections between the ideas of others and one’s own beliefs are evident. Most questions from part 1 and 2 are answered. Somewhat clear references to data from LSI1 and LSI2 is made.</td>
<td>Does not articulate one’s position on the nature and purpose of education. Includes an amalgamation of all ideas presented in class rather than include purposeful references. Few to no questions from part 1 and 2 are answered. unclear references to data from LSI1 and LSI2 is made.</td>
</tr>
</tbody>
</table>
# APPENDIX D

## Case Study Groups Presentation (Part 1)

<table>
<thead>
<tr>
<th>Group</th>
<th>Student</th>
<th>Student</th>
<th>Student</th>
<th>Date:</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
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</table>

## Commissioner Rule Presentation Sign Up

<table>
<thead>
<tr>
<th>DATE</th>
<th>Student</th>
<th>Student</th>
<th>Student</th>
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</tbody>
</table>
# APPENDIX E

**Evaluation Form for Solution to Case Study (Part 1)**

<table>
<thead>
<tr>
<th>Solution to Case</th>
<th>EXCELLENT (5.0 POINTS)</th>
<th>GOOD (3.0 POINTS)</th>
<th>POOR (0.0 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Addresses issues discussed in the case.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Focus on solution based on TExES competencies, research, practice/Utilizes additional resources to solve cases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Considers the consequences of decisions, and articulate priorities and alternatives.</td>
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<td></td>
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<tr>
<td>4. Provides 1-2-page handout for class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provides a 1-2 page summary of his or her work and collaborative efforts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS:** /5

**Comments:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

EDAD 5304/6304  Aguilar27
**APPENDIX F**

Evaluation Form for Case Study Presentation (Part 2)

**PRESENTER (S)**

Rater: ___________________________________________________________

<table>
<thead>
<tr>
<th>START _______</th>
<th>FINISH _______</th>
<th>PRESENTATION/ DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:____________</td>
<td>EXCELLENT (5.0 POINTS)</td>
<td>GOOD (3.0 POINTS)</td>
</tr>
</tbody>
</table>

**1. ADEQUATELY ARTICULATES ISSUES DISCUSSED IN THE CASE?**

**2. ENGAGES WITH THE CLASS AS OPPOSED TO JUST PRESENTING MATERIAL?**

**3. USES A VARIETY OF APPROACHES/STRATEGIES (HANDOUTS, MULTIMEDIA, QUESTIONS, ETC.)?**

**4. ARTICULATES SOLUTION BASED ON TExES COMP., RESEARCH & PRACTICE UTILIZES ADDITIONAL RESOURCES TO SOLVE CASE?**

**5. MAKES CONTENT BOTH UNDERSTANDABLE AND INTERESTING?**

**TOTAL POINTS: ________/5**

Comments:____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

EDAD 5304/6304 Aguilar28
APPENDIX G

Domains and Competencies
The test framework or content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the principal standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:
♣ The competency statement broadly defines what an entry-level principal in this field in Texas public schools should know and be able to do.
♣ The descriptive statements describe in greater detail the knowledge and skills eligible for testing.
  ☐ The bolded priority statements noted with an asterisk focus on the most critical aspects of school leadership that can influence student outcomes. Therefore, these priority statements will be assessed with greater frequency.


DOMAIN I

SCHOOL CULTURE (School and Community Leadership)
Competency 001
The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A.*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals.

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision.
C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002:
The entry-level principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration
C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. *Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II
LEADING LEARNING (Instructional Leadership/Teaching and Learning)
Competency 003
: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004

The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction*

B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)*

C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement*

D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap*

E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions*

**DOMAIN III**
**HUMAN CAPITAL (Human Resource Management)**
Competency 005
: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff*

B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities*
C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D.*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff
DOMAIN IV —
EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007
The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences*

B. *Develops and implements strategies for systematically communicating internally and externally*

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Competency 008
The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-
quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)
Competency 009
: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes

A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans

B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

Competency 010
: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.
A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

DOMAIN VI —
ETHICS, EQUITY, AND DIVERSITY
Competency 011
: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
A. Implements policies and procedures that require all campus personnel to comply with the Educators’ Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E.*Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society